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There is a growing demand in all areas of business and education across the nation for increased, and continuing education. Junior colleges have taken a large portion of the responsibility for providing this wide range of education. As community-responsive institutions, they will continue to expand in this function. The junior college aims of providing (1) a general academic education for transfer to four-year schools, and (2) a variety of terminal technical courses, and continuing adult education for job maintenance or upgrading, imply a need for a wide, flexible curriculum and counseling services. The students at a junior college will also range widely in age, intelligence, motivation, and goals. Counseling must adequately fit the individual into this heterogeneous structure. Junior college counseling involves a broader base of information than senior college counseling in several areas: (1) admission, (2) educational planning, (3) personal adjustment, (4) vocational counseling, and (5) employment assistance. (BP)

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THE VOCATIONAL COUNSELING OF ADULTS AND YOUNG ADULTS

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Counseling and the Junior College

The Expansion of the Junior College

The emphasis today is upon school. Under the Economic Opportunity Act of 1966, more than 800,000 young people have received a new start through the Neighborhood Youth Corps. Thousands of underprivileged boys and girls, many of whom had less than a fourth-grade literacy level, have received training and jobs through the Job Corps. Two hundred thousand young men and women who might have been forced to leave college because of financial difficulties have continued their education through the College Work-Study Program. One hundred and thirty-eight thousand needy family breadwinners were given new skills through the Work-Experience and Training Program. All of these programs are helping more than a million Americans each year to gain the knowledge and skills needed for steady productive employment.[1]

There is a growing demand in all areas of business and education across the nation for increased amounts of educa-

[1] Department of Labor, *Manpower Report of the President, and a Report on Manpower Requirements, Resources, Utilization and Training* (Washington, D.C.: Department of Labor, 1967), p. xii.

tion and a policy of continuing education. Many of the simple jobs that required little education are fast being eliminated from the *Dictionary of Occupational Titles.* Those tasks which are being created require increased education. Because of all this, as well as the emphasis upon returning the high school dropout to school, the 746 existing junior colleges in the fifty states will be expanded and many new junior colleges will be developed during the next few years.[2]

The Philosophy of the Junior College

The public junior college of today is likely to be a community college. This implies a two-fold philosophy of education. First, it must meet the demands of higher education. Its academic standards must match those of the university so that its credits may be transferable to the accredited senior college to which some of the junior college graduates will go to complete their undergraduate work. At least a portion of its classes and their grade standards will be dominated by the universities throughout the country.

Second, the junior college must provide terminal courses of a business and technical nature adequate for the needs of the community. This will, however, be a limited function of those junior colleges which are not adjacent to metropolitan areas, as well as those located in rural communities. For others it will mean offering degree curricula encompassing almost everything from the preparation of nurses to business education. Higher education as a mark of the idle rich is a thing of the remote past; the curriculum of the community college is more than ever almost entirely functional.

Many of these courses are educational-vocational planning in nature and are made available to all students each

[2] William A. Harper, *Junior College Directory* (Washington, D.C.: American Association of Junior Colleges, 1966), pp. 8–55.

semester. They are intended to aid the student in planning his life and educating him for a vocation. Figure V shows some of the nonacademic programs that are an innovation in the junior college program.

Education and Reeducation

Much of the emphasis today in education is upon the educational rehabilitation of the young adult who is unable to compete for the jobs available because for some reason he cannot function adequately in the formal public or private school situation. This has made him feel discriminated against, and he may have become not only a dropout from school but from the work force, as well.

In many instances, this individual is far from ready to attempt to reestablish himself by enrollment in regular college classes. Consequently many junior colleges have provided noncredit courses to prepare the young adult to establish himself in the work force or to enroll in regularly accredited college courses.

Often the counselor recommends these preparatory courses on the basis of college entrance examination. Some of the courses are reading improvement, basic grammar, precollege mathematics, and precollege psychology. As more young people seek some form of education or reeducation, their planning will come under the scrutiny of the counseling program.

Night College Programs

Many students who return to school to maintain their job status or to seek promotion hold day-time positions, and night school is their only educational resource. In many junior and community colleges today night school attendance exceeds that of the day sessions. A variety of reasons

bring these students back to school. Certification requirements are among them; barbers, hair stylists, practical nurses, and many others have found that higher level courses have been added to the original demand for a high school diploma as a basic requirement. Despite "grandfather" clauses, in many instances these people are being forced back to school just to maintain their certification.

The Trend Toward General Upgrading

In other areas that do not require certification for competency there has also been a trend toward upgrading the worker. Technicians of all kinds — medical, dental, electrical, data processing, and many others — are being forced to take advanced courses. Sometimes these courses meet the demands at the entry level, while in other situations they are essential to maintaining the job. In one community, whole departments of a large manufacturing concern have been forced to continue classroom work in higher mathematics. The community college, local and convenient, carries the burden of providing this educational facility for the community.

The Need for Counseling in the Junior College

Through the sheer weight of the growing number of students enrolled in the junior colleges, the need for counseling in this area is increasing annually. It would appear, in fact, that with the exception of rehabilitation counseling and employment services, the largest increase in counseling will be at the junior college level.

The junior college will gain many students through the efforts of agencies who are working to reduce the number of school dropouts. And the junior college is often the least

expensive and most convenient place for the older student. It is a "suitcase" college; most of its students are not living on campus, and many are not working toward an academic degree. For these reasons, it often has no cohesive, unified body of students in the sense that the four-year college or university has one. As a result, and because many of its students are older and farther away in time from the academic scene, it is becoming mandatory that the junior college develop expanded personnel services in all areas, since here the counselor must be prepared to handle almost every conceivable type of counseling for persons of almost every age.

Thus, as we have said, the philosophy of the junior or community college must be two-fold: it must prepare its academic student for continuing college education, and it must provide its terminal student with the suitable tools of a trade. It must take the student as it finds him and begin his education there. Many of the courses listed in college catalogs today would have been postgraduate high school courses or business college courses thirty years ago. The demand for continued education and reeducation has brought about this unique situation. It has definitely broadened the base of the curriculum of the community college, which today is serving so many more people.

Lack of Goal Orientation

In addition to the growing number of students, the need for goal orientation makes counseling important in the junior college. Incoming students are uncertain of their roles in college. They are greatly in need of counseling in three areas. First, many of them do not have any clear idea of their educational goals. They know that to go to college is "the thing," but they have no plans for their academic programs. Some institutions provide an orientation course

that assists in planning a suitable academic program, and most others offer some kind of individual counseling that leads to an academic or a terminal degree program.

Second, many students need vocational planning. Now that they have enrolled in college, they realize that the goal for the future is preparing for a place in the outside world. Consequently, vocational counseling and planning will continue to increase.

Finally, personal counseling is on the increase. The indications are that many parents fail to give their children maturity or independence before they enter college. This is leading to a high incidence of personal counseling at the junior college level. The change from high school to college is part of youth's first attempts at independence. It is full of problems that the young person often wishes to discuss with counselors, rather than with his parents.

The junior or community college must be prepared to meet the counseling needs of its students in all these areas. It can no longer be content to give only a minimum of educational and social counseling.

Kinds of Students and Their Counseling Needs

Counselees at the junior college level will be in wide variety. There will be advanced-program students who are in college because they are academically accelerated, and there will be dropouts in differing stages of reentering educational programs. Their ages will be from sixteen to seventy (although the latter will be limited in number), and they will be interested in many different educational goals. Some of them will be women planning to enter the world of work either for added income or personal satisfaction. And others will be older men looking for advancement.

Counseling the Older Student in Junior College

A new type of counseling that can be called "counseling for cultural enrichment" is developing among older citizens. (We know of one seventy-year-old man who recently graduated from college.) For many, retirement means learning how to use leisure time. Many older people are returning to college for the knowledge they were unable to acquire in their youth and to make better lives for themselves in their retirement.

Occupationally Displaced Persons

In a variety of community colleges there are people who have left their own communities because of health requirements—theirs or members of their families. Situations beyond their control have made it impossible for them to continue where their initial work was located. In the new community they find no work available in the area of their training and experience. These people grasp desperately at almost any job that will tide them over. In many instances the situation is such that these people must be retrained in the evening school.

Cultural Learning as a Status Symbol

The junior college attracts a considerable number of people who feel the need of cultural advancement; they desire it as a status symbol. Many of them are housewives who seek cultural enrichment. A large number have not attended school for years but hopefully desire to obtain a degree. Counseling is essential for them, since they are unfamiliar with the steps in planning for the academic degree.

The Technical Terminal Student

Junior colleges in a metropolitan area or near a city (and the majority will fall into this category) will be expected to

provide an ever wider variety of technical opportunity for the student. Continued schooling is not for the dropout alone. Today both business and industry place much more emphasis upon the efficiency of the worker. As the ever-increasing body of knowledge grows larger, workers are being forced to gain education just to keep their jobs since most jobs are constantly changing. A large group of these returning students will be of a technical terminal nature. Many of them will be uncertain as to what is best to take in courses, and the counselor will be of great aid in providing adequate educational planning with this group.

The Degree-oriented Younger Student

Many students come directly from high school with a planned college major in mind; they need only limited educational counseling in planning their programs. However, many students come from high school with the vague desire to obtain a degree but with no concise or cohesive plan as to an academic program. These students will require orientation and educational planning if they are not to become confused and discouraged. In some instances, the goal is that of the parent rather than the student, and the student has received no real incentive for college from his high school experience. Without adequate counseling, many of these may become dropouts.

Junior versus Senior College Counseling

There appears to be a marked difference between counseling students at the junior college level and at the senior college or university level. At the junior college level there is considerable educational, social, and personal counseling and planning, while at the senior college level the emphasis is on vocational planning. At the higher level, the coun-

selor needs more extensive training in occupational information. The junior college counselor works on a broader general base of information, being practically all things to all people. Indications are that this situation will tend to increase rather than diminish and that staff requirements will increase throughout the 746 junior colleges in the United States.

Areas of Counseling at the Junior College Level

The junior college has actually been slow in developing its counseling services in comparison with the four-year colleges and universities. Part of this is due to the fact that many universities are counselor-education institutions and the counseling concept is well-established in them.

Several areas of counseling that involve both the junior and senior colleges can be identified:

1. Admission or entrance counseling, which leads to registration and orientation of new students.
2. Educational counseling, which contributes to a realistic selection of goals in relation to age, sex, and ability.
3. Personal adjustment counseling, which contributes to arriving at suitable decisions with relation to health, cultural differences, social relations, premarital, and marital counseling.
4. Vocational counseling, which tends to sharpen personal goals and life purposes and is concerned with the development of basic awareness of the dynamics of the employment fields and markets.
5. Employment counseling to provide assistance in placement in a satisfying job.

In general, college counselors operate on a wider scope than other counseling services do. The variety of persons

with whom they deal have a greater diversity of demands than those in more limited situations in institutions or state employment services. Yet the task of the counselor is not entirely fulfilled on a person-to-person basis. The college counselor must be alert to maintain good overall coverage and good relationship with the community. He must keep a good working relationship with the college faculty; and he is, in most instances, a part of the student personnel services.

While it is important for the counselor to have a good personal relationship in counseling, he should also maintain a good working relationship in the other areas of his influence on the campus. Counseling must often be interpreted to both the faculty and the community.

Outlook for the Future

The indications are that, with a rapidly expanding population and changing technology, the demands for adult counseling in the junior college will continue to increase. If these ever-increasing needs are to be met, several apparent changes must take place. First, counselor education institutions must be expanded and continued training provided to meet the demands of counselees. Second, the inclusion and expansion of counseling services in all institutions of higher learning, particularly the junior colleges, will be necessary. Third, it is important that counseling be extended beyond the usual educational and vocational counseling previously given to a narrow age range. Fourth, counseling services must be well-coordinated with other student personnel services. And fifth, the services of the counseling center must be well-interpreted to the faculty, the parents, and the community.

In the final analysis, the indications are that a transition to

expanded adult counseling will be accomplished — but with some time lag. The critical period is the present, since there are a limited number of adequately trained adult counselors. The past two decades have made the adult population aware of both the need and the facilities for counseling. They demand it more and more.

The availability of such services must be expanded as rapidly as possible. Any war on poverty must be largely dependent on the long-range usefulness of the vocational choice. Training can be undertaken only after that choice has been made. Only by a concerted effort to meet the increasing need will the problems of counseling services be adequately solved.

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TERMINAL AND NONACADEMIC PROGRAMS IN A COMMUNITY COLLEGE ADJACENT TO A METROPOLITAN AREA

Business

Beginning Typing
Intermediate Typing
Business Machines
Elementary Gregg Shorthand
Intermediate Gregg Shorthand
Introduction to Data Processing
Unit Record Data Processing Equipment
Unit Record Data Processing Applications
Basic Computer Programming
Office Machines

Medical Records Science

Medical Records Science
Laboratory

Nursing

Medical Surgical Nursing
Laboratory Groups 1 through 8 (In addition to a formal two-year college program in biological science.)

Photography

Basic Photography 1
Basic Photography 2
Advanced Photography 1
Advanced Photography 2

Police Science

Basic Police Science

Vocational Technology

Airconditioning and Refrigeration
Air Craft Power Plant
Auto Shop
Auto Upholstery
Cabinet Making
Carpentry
Cooking and Baking
Diesel Mechanics
Tool and Die
Welding

FIGURE V

Nonacademic courses in a community college.*

* From the *Phoenix College Catalog*, 1966–67, Phoenix, Arizona.